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ABSTRACT

This report on continuing library education in Idaho is divided into three parts. The first part is an evaluation of the state's first three-year continuing education plan. The evaluation, which showed that librarians found the effort to be an unqualified success, was carried out by interviewing librarians and reviewing plan objectives. The second part of the report is an assessment of unmet training needs, which was performed by holding a series of focus group sessions with continuing education participants to identify ongoing and emerging needs. These needs were addressed in the updated, three-year continuing education plan for 1992-1994, which forms the last section of the report. The updated plan addresses seven goal areas: (1) staff and trustees in all Idaho libraries will have access to education opportunities; (2) basic skills training will be available to all levels of staff; (3) continuing education will be available at the intermediate and advanced levels; (4) the Idaho State Library will continue to encourage the development of a strong, cohesive, statewide library community; (5) ongoing education will be available to public library trustees; (6) the State Library will lead the continuing education program; and (7) education activities will be based on effective planning and evaluation. Three-year objectives are spelled out for each of these goal areas. The statewide continuing education plan with objectives in chronological order, a list of the library's continuing education advisory committee, and a list of the members of the continuing education focus groups are appended. (KRN)

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INTO THE FUTURE: CONTINUING LIBRARY EDUCATION IN IDAHO

A PLAN FOR 1992-1994

JANUARY, 1992

prepared by

Leslie B. Burger
LIBRARY DEVELOPMENT SOLUTIONS

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A PLAN FOR 1992-1994

Prepared by

LESLIE B. BURGER

for

THE IDAHO STATE LIBRARY

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INTRODUCTION

In 1988, the Idaho State Library initiated a planning effort to develop "a progressive, practical three year plan" for the statewide coordination of continuing library education. The State Library contracted with The Consulting Librarians Group to coordinate this effort which led to the adoption of a three year plan entitled, Statewide Continuing Library Education in Idaho: A Plan for 1989-1991.

The plan was developed through a collaborative effort which involved broad participation from the Idaho library community as well as advice and recommendations from the project consultants, State Library staff, and members of the Continuing Education Task Force. Included in the final plan was a mission statement for the provision of continuing education in Idaho, a description of roles and responsibilities for key stakeholders in the continuing education program, and a series of goals and objectives to address specific needs identified in the planning process. In all, there were 5 goals and 31 objectives delineated in the plan to guide continuing education planning in Idaho for the three year period. Actual implementation of the plan began in 1989.

One of the plan's goals was to base continuing education activities in Idaho on effective planning and evaluation. In the past three years, there has been a concerted effort to achieve this goal. Interim reports on specific progress towards meeting goals and objectives have been prepared annually by the Idaho State Library's Continuing Education Consultant. These annual evaluations have been shared with members of the State Library's Continuing Education Advisory Committee. Each year the plan has been revised to reflect the changing needs of the library community or to address any practical concerns which arose in implementing specific objectives. These annual reports have been instrumental in assisting the State Library in carrying out the plan.

In 1990, the Continuing Education Advisory Committee recommended that an outside vendor be hired to conduct a final evaluation and to develop an update to the plan based on the results of the evaluation. Committee members and State Library staff agreed that an objective, outside opinion of the program would be useful to assess the impact of the 1989-1991 plan.

The Idaho State Library contracted with Library Development Solutions to conduct the final evaluation of the plan, to identify current and on-going continuing education needs, and to update and develop goals and objectives for the next three year period, 1992-1994.

The goals and objectives outlined in this plan are extremely ambitious. The State Library and the Idaho Library community have demonstrated their ability to meet the demands of a challenging c.e. program through the successful completion of the 1989-91 program. This plan is intended to be used as a broad outline for programs to meet the Idaho library community's continuing education needs for the next three years. Idaho c.e. planners should review the goals and objectives contained in the plan and assign priority for their implementation each year.

PURPOSE OF THE PROJECT

The overall purpose of this project was to create an updated three year plan for library continuing education in Idaho.

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The updated plan contains three primary elements:

- an evaluation of the effectiveness of the first three years' activities
- an assessment of ongoing and emerging continuing education needs in Idaho
- an update of goals and objectives for the period from January, 1992 to December, 1994.

PROJECT TIMETABLE

The plan was developed according to the following timetable:

September 1-15, 1991	Project organization Document Review Preparation of focus group interview guides
September 21-27, 1991	Site visit Focus group sessions Personal interviews C.E. Advisory Group meeting
October, 1991	Transcribe focus group sessions Prepare draft evaluation report
October 31, 1991	Evaluation report due
November, 1991	Prepare draft needs assessment report
November 15, 1991	Needs Assessment report due
December 15, 1991	Draft 1992-1994 goals and objectives due
January 15, 1992	Final report and plan due

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PART ONE:
THE FIRST THREE YEARS; AN ASSESSMENT OF THE STATEWIDE CONTINUING EDUCATION PLAN IN IDAHO, 1989-1991

A. OVERVIEW OF THE EVALUATION PROCESS

In developing a process to evaluate the plan and to identify needs to be addressed in the new plan, the consultant was asked to gather information from the following sources:

- a review of documents pertaining to the implementation of the first three years of the plan
- extensive discussions with the State Library's Continuing Education Consultant, the Associate Director for Library Development, and the State Librarian
- area meetings with c.e. participants
- meetings with State Library Development Division staff
- a discussion with the Continuing Education Advisory Committee

B. PURPOSE OF THE EVALUATION

The major purpose of this evaluation was to evaluate the effectiveness of the first three years' activities in the 1989-1991 continuing education plan. The overall objective was to determine if continuing education for Idaho's library workers had improved in the past three years as a result of the implementation of a statewide plan for continuing education.

Specific questions to be answered in the study included:

- What impact has the plan had on the quality and quantity of continuing education programs in Idaho?
- How has access to continuing education programs changed?
- Have basic library skills been improved as a result of the plan?
- Have continuing education experiences been positive and satisfactory for participants?
- What specific results can be attributed to participation in continuing education programs?
- Have structures been created to provide leadership and coordination for the delivery of continuing education to Idaho's library workers?
- What barriers inhibit the provision of c.e. programs?

C. METHODOLOGY

The evaluation design consisted of document reviews, personal and focus group interviews, and a discussion with the Continuing Education Advisory Committee. The specific elements of the evaluation design are described in more detail in the following text.

Document Review

Documents pertaining to the implementation of the 1989-1991 plan were reviewed by the project consultant. Included in the review were:

Statewide Continuing Library Education in Idaho: A Plan for 1989-1991, Prepared by the Consulting Librarians Group.

Interim Reports, Evaluations and Suggested Modifications to the Continuing Education Plan for the years, 1989, 1990 and 1991, prepared by Gardner Hanks, Continuing Education Consultant, Idaho State Library.

Idaho Public Library Trustee Continuing Education Plan 1991-1993, prepared by Gail McGovern.

Information about Idaho's libraries: current issues, library laws, public library statistics.

Idaho State Library's continuing education budget.

Continuing education program announcements and brochures.

Personal Interviews

A number of personal interviews were conducted with members of the Idaho State Library staff including the Continuing Education Consultant, the State Librarian, the Associate Director for Library Development, three Field Consultants and the Library Automation Consultant. The interviews lasted from thirty minutes to two hours.

In addition, many informal conversations took place during lunch between the consultant and members of each of the three focus groups.

Focus Groups

Focus group sessions were conducted in three locations for the purposes of exploring experiences, perceptions and attitudes of current and potential library continuing education participants.

The key advantages to a focus group approach are:

1. questions are open ended, allowing for greater latitude in the responses.

2. the focus group is behaviorally oriented, resulting in data that are examples of real situations.

3. it allows for synergy and spontaneity among group members.

4. it permits the researcher to gather a great deal of information much more quickly than in personal interviews.

Each focus group was comprised of individuals who had participated in, or individuals who had staff who had participated in, continuing education programs during the past three years. Participants were selected by Gardner Hanks, Continuing Education Consultant at the Idaho State Library. The groups represented public, academic and school libraries as well as public library trustees. Medical libraries were not represented because the focus group interviews conflicted with their annual meetings. Three locations -- Boise (southwestern Idaho), Blackfoot (eastern Idaho) and Post Falls (northern Idaho) were selected for meetings to ensure geographic diversity in the groups and to capture information about any needs that might be unique to a particular region of the state.

Meeting With The Continuing Education Advisory Group

The project consultant spent a full day with members of the State Library's Continuing Education Advisory Committee and heard their reactions to the final internal evaluation which was prepared by the Continuing Education Consultant. The afternoon session consisted of a discussion of the Advisory Committee's impressions about the effectiveness of the 1989-1991 plan.

TABLE 1

PROFILE OF FOCUS GROUP PARTICIPANTS
(Includes C.E. Advisory Group Members)

Position	Number of Participants
Library Directors	
Public	14
District Library	7
Academic	3
Assistant Directors	1
Childrens Librarians	2
Technical Services Librarians	6
Public Services Librarian, academic	2
Reference Librarians, public	2
Library Educator	1
School Librarians	3
Trustees	4
TOTAL	45

D. ANALYSIS OF DATA

The Classification of Data

The first step in the analysis of the interview data was to have each interview transcribed from the newsprint prepared by the recorders at each session. These transcripts were edited by the consultant using additional notes and tape recordings from each interview in order to fill in any gaps in the record and to add verbatim comments.

A "cut and paste" technique was used to analyze the data. Each transcript was reviewed and statements relevant to each of the evaluation questions were identified. Major topics were identified and material in the transcripts which related to each topic was assigned accordingly. The following topics were chosen for purposes of data analysis.

1. Impact of the c.e. plan
2. Access to continuing education
3. Reasons for attending c.e. programs
4. Satisfaction with and feelings about c.e. programs
5. Results of c.e. participation
6. Improvements in the c.e. delivery structure
7. Barriers to providing c.e.
8. Unmet needs

Table 2 contains those comments which were mentioned most frequently by interview participants.

TABLE 2

MOST FREQUENTLY MENTIONED COMMENTS

IMPACT OF C.E.

- increased number of workshops
- more topics covered
- local workshops beneficial
- ILA mini-conferences are informative
- C.E. consultant is very effective
- better coordination and focus
- improved basic skills

ACCESS

- important to have multiple workshop locations
- improved access to c.e. programs

REASONS FOR ATTENDING

- opportunity to meet with others
- speaker reputation
- accessibility
- practical application
- fits with schedule
- acquisition of new/additional knowledge

SATISFACTION

- important to bring in out-of-state experts
- continue basic skill workshops
- more of everything

RESULTS

- improved self esteem
- increased confidence
- empowerment
- collection development policies
- successful grant applications
- more professional budgets
- improved communication

STRUCTURE

- coordination improved
- more information about other offerings

BARRIERS AND NEEDS

- much progress in this area
- need more local support
- motivating staff to attend
- more advanced warning about programs

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DETAILED REPORT OF THE FOCUS GROUP DISCUSSIONS

1. Impact of the Continuing Education Plan

Each of the focus group meetings began with a general discussion about the perceived impact of the three year continuing education plan on the Idaho library community. Participants were asked to comment on both the quantity and quality of continuing education offerings since the plan's implementation in 1989. For the most part, comments were favorable.

Group members noted a significant increase in the quantity of continuing education offerings to meet identified needs. The offering of workshops in a variety of geographic locations was felt to be helpful and was perceived to be an encouragement for people to attend. Participants also indicated that the offering of programs in multiple locations facilitated the tailoring of some programs to meet specific regional or local needs.

Focus group members were enthusiastic in their responses about the apparent flexibility of the plan in meeting specific continuing education needs. Most agreed that the plan had provided an excellent framework for addressing basic skills. The wide array of continuing education offerings had assisted many individuals in developing their own personalized continuing education program. Participants, particularly those from smaller libraries, were most appreciative that the plan focused on meeting their individual needs. They were pleased that the plan recognized that smaller libraries do not always have the resources to provide staff training at the local level.

Among the comments regarding the importance of the plan in meeting individual continuing education needs were the following:

> *"Finally a personal interest in me, to help me become a better library director."*
>
> *"It has provided me with a new sense of professionalism and has increased my self esteem."*
>
> *"We've grown and learned to do much more on our own. I feel empowered."*
>
> *"It's useful to have a plan with a specific direction but with flexibility of approach."*
>
> *"We need help in an area and the next thing I know a workshop appears!"*

Generally, participants felt that the overall content of library continuing education programs has been improved since the plan's implementation. Comments indicated that workshops are better, that there appears to be more focus, direction and continuity in continuing education planning and more attention to practical matters in the topics covered in workshops. Many participants indicated that they attend workshops on a topic more than once to increase their knowledge about a specific topic.

Some participants indicated that only a limited number of workshops offered in the past three years had addressed the needs of academic librarians, mid-level library workers and trustees. It appears that academic librarians are going elsewhere to fulfill their continuing

education needs, either out of state or to non-library continuing education providers. However, most agreed with the decision to focus first on providing workshops to enhance basic skills. Trustees expressed similar concerns about the limited number of workshops to meet their needs.

2. Access to Continuing Education

Group members indicated that access to continuing education programs has been greatly improved in the past three years. It appears that more people are able to attend programs because they are offered closer to home.

Despite the overall improved availability of programs, the groups raised some concerns relating to issues of access. There appear to be inconsistencies from community to community with regard to support for attending continuing education programs. Group members indicated that some libraries offer financial support for attendance while others do not even provide release time. Many in the library community still find it impossible to get time away from their jobs to attend programs.

Participants expressed their desire to see more coordination and advance warning about programs in order to plan their calendars more effectively. Some requested the creation of a yearly calendar which would contain all c.e. listing while others expressed a desire to see programs offered at regularly scheduled intervals. Some participants suggested that continuing education programs be scheduled along with other programs in an effort to reduce the need for separate travel.

Many group members expressed an interest in exploring methods other than workshops for providing access to continuing education training. Suggestions included increased use of technology such as teleconferencing, more access to video presentations as a follow-up to workshops, and more day-long and week-long institutes.

3. Reasons for Attending C.E. Programs

The opportunity to meet with peers was the most frequently mentioned reason given for attending continuing education programs. The ability to interact with other colleagues and to exchange ideas and get feedback seems to provide encouragement for the introduction of new programs and activities back in the individual's library. Participants seemed to favor workshops that address the practical concerns faced in their own organization. In attending programs, they are trying to obtain information that is lacking in their own skill set.

Other reasons for attending programs included the program topic, the speaker's reputation and credentials and accessibility of the workshop. Some cited a LSCA grant requirement for attendance from the Idaho State Library as a motivating factor to attend.

4. Satisfaction with and Feelings about C.E. Experiences

On the whole, individual experiences with c.e. programs have been extremely positive. Group members indicated that workshops have helped them to deal with specific problems faced in their jobs. Some cited specific staff performance improvements which could be directly attributed to attendance at a c.e. workshop.

Minor complaints about experiences in some programs included the need to pay more attention to creating a comfortable physical environment, ensuring that demonstration equipment is in good working order and that it is appropriate for the size of the group. Others expressed a concern that there is little printed material to take home from workshops which forces them to take copious notes during the program thus detracting from their ability to concentrate on the presentation.

Participants were satisfied with the current offerings and want more of everything! The groups were enthusiastic about the State Library's efforts to bring out of state presenters to Idaho. Participants indicated that they enjoyed hearing about library service developments elsewhere in the country. All agreed that the basic skills program should continue. There were many suggestions for additional topics for workshops including the following: childrens programming, budgeting, management, personnel relations, volunteer recruitment and training, library technology, and cataloging.

Included in the comments regarding satisfaction were:

> *"I feel badly if I miss a workshop . . . they are not to be missed."*
>
> *"I need refresher courses to inspire me in my job."*
>
> *"Education has never been stronger."*
>
> *"These workshops are more professional than college courses."*

5. Results

In each of the focus groups, participants were able to identify specific results which were directly attributable to their participation in a continuing education program. Respondents indicated that c.e. programs had led to increased cooperation among libraries of all types and an overall improved level of understanding on a variety of topics such as budgeting, basic library skills, policy development and grant writing. Among the statements regarding specific results were:

> *"The c.e. programs have given people an opportunity to take on new tasks to relieve on-the-job boredom. It has helped to expand my horizons and make me a happier person."*
>
> *"The summer institute gave me the training I needed to successfully defend my budget and get a significant increase. It also helped to get me a nice raise."*

"The Leadership Workshop showed me you can be yourself and still do a good job."

"Trustees have a better understanding of the librarian's job. They now know it's more than just checking out books. This has made my life much easier."

"It has improved my self esteem."

"I am willing to take more risks."

6. Structure

The three year plan recommended a number of specific tasks to improve the structure and coordination of continuing education for Idaho's libraries. Participants agreed that progress had been made in this area and that there is still a tremendous need for more and better coordination among the state's continuing education providers. Many of the issues raised in this area related to individual needs for more personal coordination of c.e. information. Some indicated a desire to see more information about out-of-state c.e. activities while others indicated an interest in seeing more and better distribution of in-state information. Electronic bulletin boards, quarterly announcements, and a master calendar were among the suggestions for improvements in this area.

7. Barriers and Unmet Needs

The State Library has been very successful in its attempts to overcome barriers to providing continuing education to the Idaho library community. However, focus group participants identified some barriers which continue to inhibit participation. Many of these barriers are insurmountable, such as issues related to geography. But other barriers that were mentioned by the groups can be addressed more systematically in the next plan.

Limited local funds to support attendance at programs and the inability to hire substitutes to keep the libraries open inhibits the library community's ability to attend programs. For some, the ongoing need to convince trustee boards of the value of their participation in workshops and other c.e. activities creates a barrier to attendance. Distances still seem to play a major role in an individual's willingness to travel. Some members suggested that a coordinated effort to encourage ridesharing would encourage more people to attend programs. Others suggested that promotional materials need to be more persuasive in their message as a method to encourage more attendance.

The overwhelming majority of respondents said that the plan and the State Library had done an excellent job in offering programs to develop basic library skills. Many observed that the library community seems to have a new level of confidence about their jobs and much more confidence about their own abilities to provide service. Most agreed that the c.e. needs of mid-level staff, library directors, and academic librarians had not been addressed in the three year plan. However, most seemed to have been in agreement with the decision to concentrate on the development of basic skills as a first priority.

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E. REVIEW OF PLAN OBJECTIVES

The State Library's Continuing Education Consultant has done an excellent job in documenting progress towards achieving specific goals and objectives outlined in the three year plan. Each of his annual reports details the specific methods used to accomplish the objective, identifies barriers or obstacles encountered in implementing the objective and addresses the results of these efforts. Copies of each of these reports are available from the Idaho State Library.

The original plan established 5 goals and 31 specific objectives. In the past three years some of the original objectives have been revised to reflect changing needs and 5 new objectives have been added bringing the total number of objectives addressed in the plan to 36. All of these objectives have been implemented in some way since 1989. Twenty seven (27) objectives have been fully met. Significant progress has also been made towards achieving unmet objectives. The State Library staff has done an excellent job in implementing the plan.

Unmet/Questionable Objectives

It appears that the few objectives which fall into this category have not been met because of lack of clarity and purpose in the original objective. A listing of these objectives follows:

Objective 1.2:

By May 1990, the Idaho State Library staff will have designed learning activities, prepared support materials, and distributed promotional information for sequential programs of continuing education on three topics: library automation basics, the roles and responsibilities of public library trustees, and public library planning.

This objective was modified in 1990 to read:

Print and audiovisual materials will be created to support individual and group study in subject areas important to the library community.

In addressing this objective, the State Library published and distributed a trustees manual, produced two videotapes dealing with library automation and provided training in the public library planning process via two workshops.

Data from the focus group discussions indicates that the library community is still interested in sequential training programs to develop in-depth skills on a particular subject. However, the next plan should be less limiting in the topics to be addressed by this objective. Library community interest in specific topics should be assessed prior to heavy investments of time and resources by the State Library. When possible, the State Library should avoid situations where they produce and create original print and audiovisual materials to support this objective. It is costly and time consuming to produce effective training materials to support independent learning. The Idaho library community seems to prefer more intensive, one- or two-day workshops led by skilled trainers as a learning method. This approach also provides more opportunity for the community to interact with each other and share information with their peers.

Objective 1.3:

By September, 1991, the Idaho State Library will support and coordinate four (4) continuing education activities on topics related to communication skills for librarians.

In addressing this objective programs dealing with problem behavior in the library, lobbying, use of statistics, marketing and managing resistance to change were offered. Focus group participants indicated a need for a more systematic approach to accomplishing this objective in the next plan. A three part communication program was suggested consisting of basic communication skills (active listening, sending/receiving messages, techniques of oral and written communication); marketing and public relations, and effective lobbying.

Objective 1.10:

By September, 1990, the Idaho State Library, working with other continuing education providers, will have developed five information packets to support continuing education on high priority topics.

This objective was modified in 1990 to read:

The Idaho State Library will provide fact sheets on state and federal laws that effect libraries and other topics of interest to the library community.

The original objective was changed because of its similarity to Objective 1.3 (See text above). Since the objective was changed, one page fact sheets on networking, confidentiality of public records, and Idaho's library theft act have been prepared by the State Library. Focus group participants spoke favorably about the value of the fact sheets and expressed an interest in seeing additional fact sheets on new topics. This objective should be continued in the next plan.

Objective 1.11:

By September, 1990, the Idaho State Library will expand its newsletter so that at least one issue per quarter is designed to update the library community on a c.e. topic of interest.

In 1990, the objective was modified to read:

Expand the Idaho State Library newsletter so that at least 4 issues a year update a c.e. topic of high priority.

This objective has been met by adding fact sheets to the ISL newsletter as needed. More fact sheets are added frequently during the legislative session. Discussion group participants indicated that the Idaho State Library newsletter is not always the best way to communicate this information to the library community. There is an interest in seeing more in-depth articles on specific topics. Alternative methods for publishing this information should be explored in the next plan. One possibility would be to use the Idaho Library Association's publication, The Idaho Librarian, for issues devoted to specific topics.

Objective 1.14:

By September, 1990, representatives of formal library education programs and others in Idaho, will develop strategies and action plans for coordinating and strengthening undergraduate library education programs in Idaho.

Sequences of library courses are offered at the College of Southern Idaho, which has a Library Technician Program, and at Idaho State University which offers courses primarily aimed at school media certification. Both of these institutions have a small faculty for this purpose. Other colleges and universities offer occasional courses, usually in the summer, based on perceived demand. A sequence of correspondence courses is offered by the University of Idaho. Courses at these institutions are offered primarily by college or university library staff members. The focus of all programs is primarily school librarianship.

Most public library jobs in Idaho have no requirement for formal library training. Elementary school libraries are run by library aides with no formal training. Secondary school librarians must have 20 credit hours of library training.

Focus group participants expressed concern about their inability to obtain information about the library course offerings available by each of these institutions. They were particularly concerned about getting this information in time to plan their own calendars. It appears that many times the information is received too late for class registration. The State Library should continue to pursue efforts to encourage more coordinated sharing of information about the undergraduate library education programs. There appears to be much interest in attending these programs among members of the library community. Many see these programs as one of the few opportunities to acquire formal library education.

Objective 3.4:

Annually in 1989-1991, the Idaho Library Association, Public Library Division will compile and distribute an updated list of c.e. resources in Idaho.

In 1990 the objective was changed to:

By July 1991, the Idaho Library Association Continuing Education Committee will create a data base of c.e. presenters who have either received training in presenting workshops for adults or who have been recommended by c.e. providers.

The State Library has indicated its unwillingness to take this on as a program responsibility. It appears that ILA is willing to assume some responsibility for this objective but needs the State Library to provide some sense of direction and support for the project. The number of library c.e. planners in Idaho is limited. An informal communication network seems to be well established so that c.e. program planners communicate with each other as needed to identify potential presenters and get information about their skills and capabilities. The time consuming nature of collecting this data, the difficulties in organizing it to be useful, and the lack of clarity about the intended purpose suggests that this objective be eliminated in the next plan.

Objective 4.1:

By September, 1989, there will be agreements by the key groups and agencies in the Idaho Library community about the roles and responsibilities for planning and implementing continuing library education in Idaho.

Revised in 1990 to read:

The C.E. Consultant will contact c.e. departments of all institutions of higher learning within the state, at least annually, to remind them of library continuing education needs and to see what activities they are planning that might be of interest to librarians.

The revised objective represents a much more realistic approach to coordinating c.e. efforts. The 1989-1991 plan established the State Library as the leader in providing library continuing education in Idaho. Effective coordination of all c.e. efforts would require the full time attention by the C.E. Consultant and would detract from his ability to plan and deliver the c.e. programs expected by the library community. Efforts to obtain information about program and course offerings at each of these institutions should be pursued in the next plan.

Objective 5.3:

By March, 1990 the Idaho State Library, in consultation with its standing advisory committee and the ILA Continuing Education Committee, will develop and publicize a recommended evaluation form and reporting form for all c.e. events presented in the state.

A standard evaluation form was developed in March, 1990, but a standard reporting form has not been developed. Before planners distribute an evaluation form it is important to consider how the information gathered will be used and for what purposes. Some quantifiable data on program attendance is required for purposes of reporting on LSCA funds used to support c.e. activities, but most of this type of data is of limited use to program planners. The next plan should focus on gathering more qualitative data about the effect of the c.e. program on the Idaho library community. Approaches to be considered include a before vs. after study which would track participants to measure job changes and advancement and surveys to measure improvements in library services.

SUMMARY

This project was designed to assess improvements in continuing education for Idaho's library workers during the past three years. Idaho's statewide continuing education program has been an unqualified success. Data from the focus group sessions provided abundant evidence to that effect.

Discussions with c.e. participants provided specific examples of actual results they attributed to their participation in programs. The majority indicated the quantity of programs had increased dramatically, that access to programs had been improved, that programs were created to address their needs and that program publicity had been effective. The most significant outcomes of the plan are not easily measured , but it appears that there are improved confidence levels among library workers, a new sense of self esteem, and the beginning sense of being part of a larger library community.

The 1989-1991 plan was extremely ambitious. State Library staff tackled each of the goals and objectives with enthusiasm and commitment and in doing so, achieved a high level of success. While the plan was specific about direction, it allowed for flexibility in implementation. This permitted planners to easily adapt goals and objectives to address changing needs.

It is still too early to document the long term effect of c.e programs on the Idaho library community. However, one can conclude that a continuation of this effort can lead only to further development of individual skills and, ultimately, to improved library service.

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PART TWO:
CONTINUING EDUCATION NEEDS OF IDAHO LIBRARY STAFF AND TRUSTEES

A. AN OVERVIEW OF THE NEEDS ASSESSMENT PROCESS

A series of focus group sessions was held with continuing education participants to identify ongoing and emerging continuing education needs for Idaho's library workers. These discussions were held during the afternoon session of the evaluation focus group interviews. The same individuals participated in both the evaluation and needs assessment portions of the discussion. A guided focus group interview was used to elicit information relating to real and perceived needs for library continuing education.

Additional information relating to the identification of needs was obtained from personal interviews with the State Library's Development Division staff and from a review of the annual evaluations for the first three year plan.

B. PURPOSE OF THE NEEDS ASSESSMENT

The major purpose of the needs assessment portion of this project was to identify ongoing needs for continuing library education for Idaho's library workers and to identify emerging needs which should be considered in the development of a continuing education plan for the years 1992-1994. Specific questions addressed in the needs assessment included:

- Have library continuing education needs changed as a result of the 1989-1991 continuing education plan?
- What topics and subject matter are most important to the library community?
- What library developments taking place at a state-wide, regional or national level are of interest to the Idaho library community?
- What skills will library workers need to be effective information providers in the next ten years?
- What formats work best to facilitate learning?
- What kind of recognition should be provided for participation in library continuing education programs?
- What information is needed to support library continuing education?
- What role should the Idaho State Library play in the provision of library continuing education?
- What are the goals for library continuing education in Idaho?

C. REPORT OF THE FOCUS GROUP DISCUSSIONS

1. Need for Additional Knowledge or Skills

Focus group participants were asked to think about a recent work situation in which the need for additional skills or knowledge was important. The topics mentioned by participants fell into several major categories: automation, personnel administration, management, legal issues, service to the community, political concerns, reference/collection development, planning, programming, networks/cooperation, trustees, facilities management, public relations and skill development. Specific topics mentioned under each of these categories appear in **Table 3**. The need for additional skill and knowledge in each of these areas was agreed upon by most of the participants. Topics appear to be of universal interest regardless of type of library or position within a library.

The demand for information about automation and its specific applications to library settings appears to be insatiable. Many focus group participants indicated their desire to have more hands-on opportunities to work with computer equipment. Many would like to have on-site consultants to assist them in developing specific computer applications for their libraries. Most understand that this service is available through other than library resources but still would like some guidance and assistance on how best to obtain this expertise.

Many of the most frequently mentioned categories and topics -- management, personnel administration, automation and public relations -- are consistent with the increased importance these areas play in the provision of library service. Automation has revolutionized the way certain library tasks are performed. Long standing methods for performing tasks like circulation and reference have been completely altered by the introduction of technology into the library workplace.

As a result of participating in many c.e. programs, the focus group participants appeared to be comfortable with their mastery of basic library skills and were interested in obtaining information and skills that go beyond the basics in the next three-year period. There was an overwhelming desire to acquire basic management skills and more specific expertise in dealing with issues related to personnel administration.

The focus group participants seemed to have a heightened sense of political awareness and were most interested in how they could learn more about becoming effective advocates for libraries. Another frequently mentioned topic related to their need to obtain more expertise in dealing with trustees. Many expressed their desire to learn more effective ways of working with trustees as well as specific techniques and methods that could be used in educating trustees about the roles and responsibilities of being a library board member.

The challenges encountered in serving rapidly changing communities were an area of interest for many participants. Participants expressed a need to obtain skills in assessing and identifying community information needs, planning and implementing programs to address needs. Participants appeared to be unaware of how to effectively address the needs of the homeless, deal with latchkey

TABLE 3

CONTINUING EDUCATION NEEDS ASSESSMENT
SPECIFIC TOPICS MENTIONED BY FOCUS GROUP PARTICIPANTS

AUTOMATION/NEW TECHNOLOGY
how to use computers
evaluating circulation systems
CD ROM: applications, networks
shared circulation systems
lasercat
using on-line databases
emerging technologies
automation basics
software applications for libraries
telecommunications

MANAGEMENT
team building
group dynamics
leadership skills
negotiation skills
change management
communication skills
budgeting
planning/goal setting
stress management
time management
policy development
fund raising
supervision
motivation
conflict resolution

SERVICE TO THE COMMUNITY
changing populations
homeless
latchkey children
home school families
literacy training
unserved populations
problem patrons
elderly
non-English speaking

POLITICAL
effective lobbying
presentation skills
organizing political action groups
fund raising

PERSONNEL
hiring and recruitment
performance evaluations
motivation/productivity
evaluating library directors
unions
pay equity
policies/procedures
working with volunteers, friends of library groups

LEGAL
state library law
copyright law
confidentiality
district libraries
liability
censorship

NETWORKS/COOPERATION
info. exchange with other librarians
cooperation with other libraries
political issues associated with networking
networking with people
multitype library cooperation

REFERENCE/COLLECTION DEVELOPMENT
foreign language materials
reference skills
basic reference skills
advanced reference skills
basic cataloging
advanced cataloging
video collections
recovery of lost items and overdue recovery
collection development policies
on-line data bases
new formats: CD ROM

PLANNING
strategic planning
role setting
community needs assessments
goal setting

TRUSTEES
roles of trustees in libraries
how to work more effectively with boards
educating trustees
recruiting new trustees
hiring/firing library directors
conducting successful meetings
fundraising

FACILITIES MANAGEMENT
ergonomics
efficient use of space
facilities planning

MARKETING
increasing library visibility
customer relations
understanding community needs
marketing techniques
developing a p.r. program

SKILL DEVELOPMENT
how to run effective meetings
writing skills
whole language reading
community surveys
statistics
book repair
grant writing
fund raising
basic library skills
goal setting
strategic planning
evaluation

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children, cope with influx of non-English speaking populations, provide service to increasing numbers of senior citizens and address the problems of the illiterate.

Public relations, marketing, and communication skills were frequently identified as an area of interest by focus group participants. Information about how to develop a library public relations program, techniques for marketing library service and methods for increasing library visibility were among the specific areas mentioned for programming.

2. National and Regional Library Developments

Topics of interest at the statewide, regional and national level were identified in the group discussions. Many of these issues were not of immediate concern to the Idaho library community but were viewed as being important areas to explore in continuing education programs. Among the topics identified were censorship, confidentiality of library records, trends in library and education funding, literacy programs, how to deal with FBI visits to the library, and instituting a statewide library card.

3. Skills Needed in the Next Ten Years

Participants were asked to identify important skills needed to ensure their library's viability in the year 2000. Several respondents indicated that developing skills in planning and evaluation, goal setting, policy development, creative financing and budgeting would be essential. Many agreed on the need for libraries to become flexible and adaptable in responding quickly to changing demographics in their communities.

The ability to locate information in both print and on-line resources was seen as an important skill to be acquired in the next ten years. The widespread use of home computers and increased capabilities for home access to information will place increased demands on library service. Public expectations for information from on-line and CD ROM products will increase and librarians will need to be more skilled in using products and in teaching the public how to use these products.

4. Formats

Participants identified a number of formats that work best in facilitating their learning. Hands-on workshops and experiential learning were the most preferred methods. Intensive week long institutes or day long retreats where participants have an opportunity to immerse themselves in the subject matter were also frequently mentioned by the participants. In addition to more traditional formats, like 1/2 day workshops, courses and seminars, participants also identified staff exchanges, mentoring relationships, town meetings and videos as formats they would like to try.

Most participants indicated a desire for more printed information to supplement workshops. Bibliographies and information packets were specifically mentioned. Some participants requested the assignment of reading material prior to attending a workshop so that they could be better prepared to understand the subject matter.

The need to occasionally travel great distances to attend workshops prompted a series of suggestions for self-paced learning in the form of training manuals or how-to manuals.

5. Recognition

Recognition for attendance at continuing education programs was seen as an important byproduct of participation. Participants expressed appreciation for the issuance of certificates recognizing their attendance at workshops. However, the opportunity to obtain a formal certificate of recognition was not a motivating factor for attendance at c.e. programs. There was little interest expressed towards suggestions for formalizing c.e. recognition through the establishment of a c.e.u. awards process or a formal certification program.

It was suggested that, in the future, certificates be mailed directly to the library's Board of Trustees for award to the library staff. This was viewed as a positive way to educate trustees about the value of library continuing education. Some suggested that press releases be issued to local newspapers publicizing the library staff's attendance at workshops.

6. Information Needed for Participation

Participants were overwhelmingly enthusiastic in their appreciation for the number and great variety of c.e. programs that had been offered in the past three years. The increase in program offerings has increased the demand for more information about prospective programs. There were a number of suggestions for streamlining communication including:

- more advanced warning about workshops
- a master calendar for c.e. events
- more targeting of audiences for c.e. programs
- more feedback to the library community about what happens at c.e. workshops
- an information clearinghouse for good professional ideas
- sharing of good ideas in the ISL newsletter
- a revised resource directory

- a separate c.e. pullout in the Idaho State Library's newsletter
- use of the Idaho Librarian for more in-depth articles

7. Role of the Idaho State Library

Participants were asked to think about the Idaho State Library's role in providing and facilitating continuing education. Most agreed that the State Library has an important role to play in helping library workers to understand what they need to know in the future and in designing and providing programs to meet those needs. All wanted the State Library to continue its leadership role for library continuing education and to provide even more programming and support in the future. Some felt that the State Library's role and Idaho Library Association's role in providing library continuing education needs to be clarified. There was general agreement that the 1992-1994 plan should contain specific recommendations concerning the State Library's role in providing c.e. and suggestions for possible roles the Idaho Library Association could assume to support those recommendations.

Participants agreed that the State Library should continue its c.e. program in order to improve resource sharing, create a sense of library community and improve the quality of library service to Idaho's residents.

8. General Needs

The focus group participants indicated a need for more c.e. programs including repeats of programs which had been offered in the past. The ABLE Summer Institute was seen as a very effective method for teaching basic library skills. It was suggested that the institutes continue but that they be held every other year. Most participants wanted to see more focus on middle management and academic librarians in the next plan as well as more focus on advanced skill development in the reference and cataloging areas.

Participants cited the opportunity to meet with peers as one of the most valuable outcomes of attending c.e. programs. They seemed to be looking for more structured ways to interact with and learn from their peers. Regional meetings without a specific program were suggested as one way to accomplish this.

Participants were pleased with the subsidies that have been made available by the State Library to support attendance at c.e. programs. If possible, they would like to see more financial help from ISL. There are still many libraries that will not provide reimbursement for their staff to attend c.e. programs. Subsidies are seen as one way to encourage greater attendance from underrepresented libraries.

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9. Goals for Library Continuing Education in Idaho

The focus groups were asked to identify goals for providing library continuing education in Idaho in the next three years. Some are identified below:

- To provide an alternative to the m.l.s.
- To keep Idaho librarians abreast of current library trends.
- To develop well trained, visible staff and excellent library service for Idaho's residents.
- To provide post m.l.s. training.
- To develop basic skills for Idaho's library workers.

CONCLUSIONS

The following conclusions are based on the data gathered in the needs assessment focus group discussions. Specific recommendations to address the areas of need identified in the focus group process are detailed in Part Three of this document.

There is a continuing need for basic skills training. Basic skills workshops should continue to be offered to meet the need for training created by high staff turnover. The frequency of offering these workshops should be reviewed.

In the next plan, more emphasis should be devoted to advanced training and education to meet the demands for information about topics such as management and leadership training, personnel administration, automation, and planning. Individuals who have completed the basic skills workshops want more advanced levels of training. Middle-management librarians, library directors, and academic librarians should be targeted to receive training in these areas.

Librarians need more training in how to effectively work with trustees. Many people indicated their trustees' unwillingness to attend meetings and workshops. Participants were frustrated with their own lack of knowledge about the roles and responsibilities of trustees and expressed a need for specific techniques for how to work with trustees more effectively. Librarians need to develop skills in working with boards, training board members, and running successful meetings.

Information about continuing education programs needs to be publicized well in advance of workshop dates. The State Library has done an excellent job in distributing information about c.e. programs. People are somewhat overwhelmed by the number and variety of c.e. programs and indicated a strong desire for information that will help them to plan their own individual c.e. programs. They want to have workshop information in advance so they can work with schedule constraints and plan for the program expense in their budgets.

There is a need to create a stronger Idaho library community. People enjoy opportunities to meet with and learn from their peers. More structured opportunities for this type of interaction should be considered in the next plan. Specific methods to accomplish this include mentoring programs, staff exchanges, idea swaps and statewide initiatives which can be accomplished only with broad involvement from all levels of the library community.

Recognition for continuing education participation is not a high priority for the library community. The certificates currently awarded by the Idaho State Library were appreciated by the library community and were considered to be a nice by-product of attending c.e. programs. However, these certificates are not the motivating factor for making a decision to attend a specific program. People seem more concerned about having an opportunity to learn and less concerned about formal recognition like c.e.u.'s or certification.

The State Library should continue to play a strong leadership role in the provision of continuing education for Idaho's library workers. People strongly support the Idaho State Library's efforts in supporting continuing education in the past three years. The library community would like the State Library to continue its leadership role and take on even more responsibility for the coordination of library continuing education.

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PART THREE:
INTO THE FUTURE: CONTINUING LIBRARY EDUCATION IN IDAHO, 1992-1994

A. PLANNING OVERVIEW

Results of the discussions with the Evaluation and Needs Assessment Focus Groups, the State Library staff and Continuing Education Advisory Group were reviewed by the project consultant to identify potential goals and objectives for the 1992-1994 plan. The 1989-1991 Continuing Education Plan developed by the Consulting Librarians' Group was also reviewed to determine the validity of existing continuing education goals and to identify specific objectives to be continued in the next plan. Results of the annual evaluations of the plan prepared by the State Library's Continuing Education Consultant were reviewed to identify suggested changes in existing goals and objectives as well as new recommendations for goals and objectives to be included in the next plan. In addition, the Idaho Public Library Trustee Continuing Education Plan developed by Gail McGovern was reviewed and incorporated into the 1992-1994 plan in order to create a single, cohesive document to guide statewide continuing library education in Idaho over the next three years.

The 1989-1991 plan provided an excellent foundation for this three-year plan. Many of the goals and objectives identified in that plan are still relevant to the continuing library education needs of the Idaho library community and have been retained in this plan. New goals focusing on intermediate and advanced library training and the development of a strong and cohesive Idaho library community have been added to address specific needs identified in the assessment process.

B. PURPOSE OF THE PLAN

This plan is intended to guide statewide continuing library education in Idaho during the next three years. The document provides a flexible plan for addressing the continuing education needs of Idaho's library workers. . . it is a roadmap to guide the development of continuing library education programs and activities. The goals and objectives contained in this plan are not cast in concrete, they should be reviewed annually by program planners and modified, when appropriate, to reflect changing needs.

The plan results from the collaborative efforts of the Idaho State Library's Continuing Education Consultant, the State Library's Continuing Education Advisory Committee, members of the Idaho State Library staff, participants in the continuing education focus groups and the project consultant. It does not reflect the views of any one individual but rather the collective wisdom of Idaho's library community.

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C. GOALS

The resources and activities of the Idaho State Library will be devoted to achieving the following continuing library education goals during 1992-1994.

GOAL 1
Access: Staff and trustees in all Idaho libraries will have access to continuing and formal library education opportunities to meet individual and organizational needs.

GOAL 2
Basic Skills: On-going, sequential training in basic skills will be available to all levels of staff in all types of libraries in Idaho.

GOAL 3
Advanced Skills: Continuing library education programs will be available for library workers with intermediate and advanced levels of need.

GOAL 4
Library Community: The Idaho State Library will develop programs and activities designed to encourage the development of a strong, cohesive Idaho library community.

GOAL 5
Informed Trustees: On-going continuing library education will be available to Idaho public library trustees.

GOAL 6
Leadership: The Idaho State Library will provide leadership and coordinate the delivery of continuing library education to library workers at all levels.

GOAL 7
Planning: Continuing library education activities in Idaho will be based on effective planning and evaluation.

GOAL 1 - ACCESS

STAFF AND TRUSTEES IN ALL IDAHO LIBRARIES WILL HAVE ACCESS TO CONTINUING AND FORMAL LIBRARY EDUCATION OPPORTUNITIES TO MEET INDIVIDUAL AND ORGANIZATIONAL NEEDS.

1992-1994 CONTINUING OBJECTIVES

1.1 On a continuing basis, the Idaho State Library will provide financial support for individual participation in continuing library education activities.

1.2 On a continuing basis, the Idaho State Library will provide fact sheets on topics of interest to the library community.

1.3 On a continuing basis the Idaho State Library will identify existing materials and create new materials to support individual and group study in subject areas important to the library community.

1.4 On a continuing basis, the Idaho State Library will use various telecommunications media to deliver statewide continuing education activities.

1.5 On a continuing basis, the Idaho Library Association, with planning support form the Idaho State Library, will plan and sponsor six spring regional meetings for library staff and trustees.

1.6 On a continuing basis, the Idaho State Library Newsletter will be used so that at least four issues per year update the library community on a continuing education topic of high priority.

1.7 On a continuing basis, the Idaho State Library will make nationally produced teleconferences on library related topics available to Idaho's library workers.

1992 OBJECTIVES

1.8 By July, 1992, the Idaho State Library will explore the feasibility of holding a technology fair to update the library community on emerging trends in technology.

1.9 By September, 1992, the Idaho State Library and the Idaho Library Association will develop a plan to devote at least two issues per year of the Idaho Librarian to continuing education topics of interest to the library community.

1993 OBJECTIVES

1.10 By January, 1993, the Idaho State Library will explore methods for improved delivery of information about continuing education programs and activities including the possible use of a yearly c.e. calendar, an electronic bulletin board, and a c.e. information clearinghouse.

1.11 By January, 1993, the Idaho State Library will have developed a program on issues related to censorship and intellectual freedom.

1.12 Beginning in March, 1993, the Idaho State Library will sponsor programs to train library workers on how to work effectively with trustees.

1.13 By March, 1993, the Idaho State Library will design standards for c.e. workshop publicity, handouts, and learning activities.

1994 OBJECTIVES

1.14 By December 1994, the Idaho State Library will have developed a series of "how-to manuals" designed to educate library workers and trustees on topics of high interest.

1.15 By December, 1994, the Idaho State Library will have designed at least 6 learning activities and programs to address the topics identified in the c.e. needs assessment.

GOAL 2 - BASIC SKILLS DEVELOPMENT

ON-GOING, SEQUENTIAL TRAINING IN BASIC SKILLS WILL BE AVAILABLE TO ALL LEVELS OF STAFF IN ALL TYPES OF LIBRARIES IN IDAHO.

1992 OBJECTIVES:

2.1 The Idaho State Library will continue to offer the small library management institute on a biennial basis beginning in August, 1992.

2.2 By December, 1992, The Idaho State Library will offer at least 2 programs in the area of continuing education in basic library skills for library staff from all types of libraries.

1993 OBJECTIVES:

2.3 By December, 1993, the Idaho State Library will offer at least 2 programs in the area of basic skills for library staff from all types of libraries.

1994 OBJECTIVES:

2.4 By August, 1994, The Idaho State Library will sponsor a small library management institute for library staff from all types of libraries.

2.5 By December, 1994, the Idaho State Library will offer at least 2 programs to meet the need for basic skills training among Idaho's library workers.

GOAL 3 - ADVANCED SKILLS

CONTINUING LIBRARY EDUCATION PROGRAMS WILL BE AVAILABLE FOR LIBRARY WORKERS WITH INTERMEDIATE AND ADVANCED LEVELS OF NEED.

1992 OBJECTIVES:

3.1 By September, 1992, the Idaho State Library will have implemented an ongoing program of continuing library education for developing intermediate and advanced library skills for library staff from all types of libraries.

3.2 By December, 1992, the Idaho State Library will offer at least 2 workshops to address the continuing education needs of intermediate and advanced staff in Idaho libraries.

1993 OBJECTIVES:

3.3 By December, 1993, the Idaho State Library will offer at least 2 workshops annually to address the continuing education needs of intermediate and advanced staff in Idaho libraries.

3.4 Beginning in August, 1993, and at least every other year after that, the Idaho State Library will offer a week-long leadership and management development institute for staff from all types of Idaho libraries.

1994 OBJECTIVES:

3.5 By December, 1994, the Idaho State Library will offer at least 2 workshops to address the continuing education needs of intermediate and advanced staff in Idaho libraries.

GOAL 4 - BUILDING A LIBRARY COMMUNITY

THE IDAHO STATE LIBRARY WILL DEVELOP PROGRAMS AND ACTIVITIES DESIGNED TO ENCOURAGE THE DEVELOPMENT OF A STRONG, COHESIVE IDAHO LIBRARY COMMUNITY.

1992-1994 CONTINUING OBJECTIVES

4.1 On a continuing basis, the Idaho State Library will develop skilled and knowledgeable trainers to support the delivery of continuing education in Idaho by offering biennial workshops on adult education principles and basic skills in planning and presenting workshops.

4.2 On an ongoing basis, the State Library will make use of task forces, public hearings, and other methods to encourage broad participation of the library community in statewide planning issues.

4.3 On an on-going basis, the Idaho State Library will develop a process for keeping the statewide directory of libraries and their personnel up-to-date.

1992 OBJECTIVES:

4.4 Beginning in April, 1992, the Idaho State Library will include opportunities for formal sharing of information about local library programs and issues at each of its continuing education programs.

4.5 By December, 1992, the Idaho State Library, the Idaho Library Association and other library organizations in the state will use issues identified in the "Libraries 2000" planning process to develop a list of issues of state-wide importance and interest to the library community.

4.6 By December, 1992, the Idaho State Library will present at least one workshop to support statewide library development goals.

4.7 By December, 1992, the Idaho State Library will develop a library mentor/protege program designed to assist library workers to expand their knowledge and skills by working with experienced Idaho library practitioners.

1993 OBJECTIVES

4.8 By March, 1993, the Idaho State Library, the Idaho Library Association and other library organizations will have developed a process for involving the library community in addressing and resolving issues identified in the "Libraries 2000" planning process.

4.9 By April, 1993, the State Library will encourage the Idaho Library Association to hire a part-time executive director to manage the day to day activities of the organization and to expand its membership.

4.10 By September, 1993, the Idaho State Library will, in conjunction with the Idaho Library Association, compile a statewide directory of all libraries and their personnel to facilitate networking and resource sharing among the library community.

4.11 By December, 1993, the Idaho State Library will present at least one workshop to support statewide library development goals.

1994 OBJECTIVES

4.12 By January, 1994, the State Library will assess the effectiveness of methods used to develop the Idaho library community (task forces, public hearings, speak outs, town meetings) and will make recommendations for new methods to reach to the library community.

4.13 By December, 1994, the Idaho State Library will present at least one workshop to support statewide library development goals.

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GOAL 5 - INFORMED TRUSTEES

ON-GOING CONTINUING LIBRARY EDUCATION WILL BE AVAILABLE TO IDAHO PUBLIC LIBRARY TRUSTEES.

1992 OBJECTIVES

5.1 By March, 1992, the Idaho State Library, in consultation with the Idaho Library Association and the Trustee Advisory Board, will develop a list of topics for trustee education in 1992.

5.2 By April, 1992, the Idaho State Library will design a process to assess trustee continuing education and information needs on a biennial basis beginning in January, 1993.

5.3 Beginning in April, 1992, the Idaho State Library will develop and distribute, at least two times per year, a trustee newsletter with information and assistance and services available from the Idaho State Library and Idaho Library Association.

5.4 By April, 1992, the Idaho State Library staff will have created a regular section in its newsletter dedicated to trustee issues.

5.5 By December, 1992, the Idaho State Library will develop a process for personally contacting each new trustee during the first 3 months of their term.

5.6 By December, 1992, the Idaho State Library will have spearheaded the development of written guidelines for local libraries about their responsibilities in providing trustee continuing education.

5.7 By December, 1992, the Idaho State Library will have developed three information kits for trustees in the following topics: 1) guidelines for being an effective trustee, 2) trustee and library staff relationships, and 3) running effective board meetings.

1993 OBJECTIVES

5.8 By January, 1993, the Idaho State Library will conduct a needs assessment to identify trustee continuing education needs.

5.9 By January, 1993, the Idaho State Library, in consultation with Idaho Library Association and the Trustee Advisory Board, will develop a list of topics for trustee education in 1993.

5.10 By March, 1993, the Idaho State Library will schedule two one-day workshops on high priority continuing education topics for trustees.

5.11 By December, 1993, the Idaho State Library will have conducted a series of ongoing, evening trustee town meetings to assist in the sharing of mutual concerns, to identify issues of interest, and to present information on a topic of interest to the local area.

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5.12 By December, 1993, the Idaho State Library will have distributed at least two trustee newsletters with information of interest to trustees.

1994 OBJECTIVES

5.13 By January, 1994, the Idaho State Library, in consultation with the Idaho Library Association and the Trustee Advisory Board will develop a list of topics for trustee education in 1993.

5.14 By March, 1994, the Idaho State Library will schedule two one-day workshops on high priority continuing education topics for trustees.

GOAL 6 - LEADERSHIP AND COORDINATION

THE IDAHO STATE LIBRARY WILL PROVIDE LEADERSHIP AND COORDINATE THE DELIVERY OF CONTINUING LIBRARY EDUCATION TO LIBRARY WORKERS AT ALL LEVELS.

1992-1994 CONTINUING OBJECTIVES

6.1 On a continuing basis, the Idaho State Library will continue publishing a monthly calendar of state, regional and national continuing education events in the State Library Newsletter.

6.2 On a continuing basis, the Idaho State Library will maintain contact with the agencies providing continuing library education in surrounding states and will cooperate on continuing education programs when feasible.

6.3 On a continuing basis, the Idaho State Library will maintain a dialogue with surrounding state libraries about library speakers or authors that are appearing in the northwest region.

6.4 On a continuing basis, the Continuing Education Consultant will contact the continuing education departments of institutions of higher learning to inform them of library continuing education needs and to identify activities they are planning that may be of interest to the library community.

1992 OBJECTIVES

6.5 By April, 1992, the Idaho State Library and the Idaho Library Association will have a public information program underway to promote support and participation in continuing library education activities to the Idaho library community.

6.6 By September, 1992, the Idaho State Library will sponsor a meeting of all undergraduate library education providers to discuss ways in which undergraduate library education can be more effectively provided for the state's library personnel.

1993 OBJECTIVES

6.7 By January, 1993, the State Library will establish a clearinghouse for information about continuing education opportunities available from both existing library c.e. providers and other c.e. providers who may sponsor programs of interest to the library community and publicize the availability of this information to the library community.

6.8 By April, 1993, the Idaho State Library will prepare and distribute a brochure describing the State Library's continuing education program.

1994 OBJECTIVES

6.9 By December, 1994, the State Library will assess the use of its clearinghouse of information on library continuing education opportunities and evaluate its effectiveness in meeting the c.e. information needs of the Idaho library community.

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GOAL 7 - PLANNING

CONTINUING LIBRARY EDUCATION ACTIVITIES IN IDAHO WILL BE BASED ON EFFECTIVE PLANNING AND EVALUATION.

1992-1994 CONTINUING OBJECTIVES

7.1 On a continuing basis, the annual plan for continuing library education will include an evaluation of the past year's activities based on an ongoing evaluation process.

7.2 The Continuing Education Advisory Committee will meet at least annually to advise the State Library on planning and evaluating the State Library's continuing education program and to establish priorities for implementing annual c.e. objectives.

7.3 On a continuing basis, the annual plan for continuing library education will include a summary of priority continuing library education needs based on an ongoing needs assessment process.

1992 OBJECTIVES

7.4 By October, 1992, the Idaho State Library will prepare, publicize and distribute its revised three year continuing library education plan.

7.5 By December, 1992, the Idaho State Library will assess the effectiveness of the University of Arizona MLS program and its impact on Idaho Library workers.

7.6 By December, 1992, the Idaho State Library will formalize the appointments of the Idaho Library Association Second Vice President and Idaho Library Association's Continuing Education Committee Chair to the Continuing Education Advisory Committee.

1993 OBJECTIVES

7.7 By September, 1993, the Idaho State Library and the Continuing Education Advisory Committee will develop an assessment tool to determine the long-term effect of continuing education on the Idaho library community.

7.8 By October, 1993, the Idaho State Library will prepare, publicize and distribute its revised three-year continuing library education plan with a report on the previous year's activities and summaries of the action plans for the upcoming years.

1994 OBJECTIVES

7.9 By September, 1994, the Idaho State Library and the Continuing Education Advisory Committee will develop a process for creating a new three-year continuing education plan.

Library Development Solutions
39 Saratoga Drive • Cranbury, NJ 08512 • 609-275-6670

STATEWIDE CE PLAN
OBJECTIVES IN CHRONOLOGICAL ORDER

1992-1994 CONTINUING OBJECTIVES

1.1 On a continuing basis, the Idaho State Library will provide financial support for individual participation in continuing library education activities.

1.2 On a continuing basis, the Idaho State Library will provide fact sheets on topics of interest to the library community.

1.3 On a continuing basis the Idaho State Library will identify existing materials and create new materials to support individual and group study in subject areas important to the library community.

1.4 On a continuing basis, the Idaho State Library will use various telecommunications media to deliver statewide continuing education activities.

1.5 On a continuing basis, the Idaho Library Association, with planning support from the Idaho State Library, will plan and sponsor six spring regional meetings for library staff and trustees.

1.6 On a continuing basis, the Idaho State Library Newsletter will be used so that at least four issues per year update the library community on a continuing education topic of high priority.

1.7 On a continuing basis, the Idaho State Library will make nationally produced teleconferences on library related topics available to Idaho's library workers.

4.1 On a continuing basis, the Idaho State Library will develop skilled and knowledgeable trainers to support the delivery of continuing education in Idaho by offering biennial workshops on adult education principles and basic skills in planning and presenting workshops.

4.2 On an ongoing basis, the State Library will make use of task forces, public hearings, and other methods to encourage broad participation of the library community in statewide planning issues.

4.3 On an on-going basis, the Idaho State Library will develop a process for keeping the statewide directory of libraries and their personnel up-to-date.

6.1 On a continuing basis, the Idaho State Library will continue publishing a monthly calendar of state, regional and national continuing education events in the State Library Newsletter.

6.2 On a continuing basis, the Idaho State Library will maintain contact with the agencies providing continuing library education in surrounding states and will cooperate on continuing education programs when feasible.

6.3 On a continuing basis, the Idaho State Library will maintain a dialogue with surrounding state libraries about library speakers or authors that are appearing in the northwest region.

6.4 On a continuing basis, the Continuing Education Consultant will contact the continuing education departments of institutions of higher learning to inform them of library continuing education needs and to identify activities they are planning that may be of interest to the library community.

7.1 On a continuing basis, the annual plan for continuing library education will include an evaluation of the past year's activities based on an ongoing evaluation process.

7.2 The Continuing Education Advisory Committee will meet at least annually to advise the State Library on planning and evaluating the State Library's continuing education program and to establish priorities for implementing annual c.e. objectives.

7.3 On a continuing basis, the annual plan for continuing library education will include a summary of priority continuing library education needs based on an ongoing needs assessment process.

MARCH, 1992

5.1 By March, 1992, the Idaho State Library, in consultation with the Idaho Library Association and the Trustee Advisory Board, will develop a list of topics for trustee education in 1992.

APRIL, 1992

5.2 By April, 1992, the Idaho State Library will design a process to assess trustee continuing education and information needs on a biennial basis beginning in January, 1993.

5.4 By April, 1992, the Idaho State Library staff will have created a regular section in its newsletter dedicated to trustee issues.

6.5 By April, 1992, the Idaho State Library and the Idaho Library Association will have a public information program underway to promote support and participation in continuing library education activities to the Idaho library community.

4.4 Beginning in April, 1992, the Idaho State Library will include opportunities for formal sharing of information about local library programs and issues at each of its continuing education programs.

5.3 Beginning in April, 1992, the Idaho State Library will develop and distribute, at least two times per year, a trustee newsletter with information and assistance and services available from the Idaho State Library and Idaho Library Association.

JULY, 1992

1.8 By July, 1992, the Idaho State Library will explore the feasibility of holding a technology fair to update the library community on emerging trends in technology.

AUGUST, 1992

2.1 The Idaho State Library will continue to offer the small library management institute on a biennial basis beginning in August, 1992.

SEPTEMBER, 1992

1.9 By September, 1992, the Idaho State Library and the Idaho Library Association will develop a plan to devote at least two issues per year of the Idaho Librarian to continuing education topics of interest to the library community.

3.1 By September, 1992, the Idaho State Library will have implemented an ongoing program of continuing library education for developing intermediate and advanced library skills for library staff from all types of libraries.

6.6 By September, 1992, the Idaho State Library will sponsor a meeting of all undergraduate library education providers to discuss ways in which undergraduate library education can be more effectively provided for the state's library personnel.

OCTOBER, 1992

7.4 By October, 1992, the Idaho State Library will prepare, publicize and distribute its revised three year continuing library education plan.

DECEMBER, 1992

2.2 By December, 1992, The Idaho State Library will offer at least 2 programs in the area of continuing education in basic library skills for library staff from all types of libraries.

3.2 By December, 1992, the Idaho State Library will offer at least 2 workshops to address the continuing education needs of intermediate and advanced staff in Idaho libraries.

4.5 By December, 1992, the Idaho State Library, the Idaho Library Association and other library organizations in the state will use issues identified in the "Libraries 2000" planning process to develop a list of issues of state-wide importance and interest to the library community.

4.6 By December, 1992, the Idaho State Library will present at least one workshop to support statewide library development goals.

4.7 By December, 1992, the Idaho State Library will develop a library mentor/protege program designed to assist library workers to expand their knowledge and skills by working with experienced Idaho library practitioners.

5.5 By December, 1992, the Idaho State Library will develop a process for personally contacting each new trustee during the first 3 months of their term.

5.6 By December, 1992, the Idaho State Library will have spearheaded the development of written guidelines for local libraries about their responsibilities in providing trustee continuing education.

5.7 By December, 1992, the Idaho State Library will have developed three information kits for trustees in the following topics: 1) guidelines for being an effective trustee, 2) trustee and library staff relationships, and 3) running effective board meetings.

6.5 The Continuing Education Consultant will contact the continuing education departments of institutions of higher education in the state annually to inform them of library continuing education needs and to identify activities they are planning that may be of interest to the library community.

7.5 By December, 1992, the Idaho State Library will assess the effectiveness of the University of Arizona MLS program and its impact on Idaho Library workers.

7.6 By December, 1992, the Idaho State Library will formalize the appointments of the Idaho Library Association Second Vice President and Idaho Library Association's Continuing Education Committee Chair to the Continuing Education Advisory Committee.

JANUARY, 1993

1.10 By January, 1993, the Idaho State Library will explore methods for improved delivery of information about continuing education programs and activities including the possible use of a yearly c.e. calendar, an electronic bulletin board, and a c.e. information clearinghouse.

1.11 By January, 1993, the Idaho State Library will have developed a program on issues related to censorship and intellectual freedom.

5.8 By January, 1993, the Idaho State Library will conduct a needs assessment to identify trustee continuing education needs.

5.9 By January, 1993, the Idaho State Library, in consultation with Idaho Library Association and the Trustee Advisory Board, will develop a list of topics for trustee education in 1993.

6.7 By January, 1993, the State Library will establish a clearinghouse for information about continuing education opportunities available from both existing library c.e. providers and other c.e. providers who may sponsor programs of interest to the library community and publicize the availability of this information to the library community.

MARCH, 1993

4.8 By March, 1993, the Idaho State Library, the Idaho Library Association and other library organizations will have developed a process for involving the library community in addressing and resolving issues identified in the "Libraries 2000" planning process.

5.10 By March, 1993, the Idaho State Library will schedule two one-day workshops on high priority continuing education topics for trustees.

1.12 Beginning in March, 1993, the Idaho State Library will sponsor programs to train library workers on how to work effectively with trustees.

1.13 By March, 1993, the Idaho State Library will design standards for c.e. workshop publicity, handouts, and learning activities.

APRIL, 1993

4.9 By April, 1993, the State Library will encourage the Idaho Library Association to hire a part-time executive director to manage the day to day activities of the organization and to expand its membership.

6.8 By April, 1993, the Idaho State Library will prepare and distribute a brochure describing the State Library's continuing education program.

AUGUST, 1993

3.4 Beginning in August, 1993, and at least every other year after that, the Idaho State Library will offer a week-long leadership and management development institute for staff from all types of Idaho libraries.

SEPTEMBER, 1993

4.10 By September, 1993, the Idaho State Library will, in conjunction with the Idaho Library Association, compile a statewide directory of all libraries and their

personnel to facilitate networking and resource sharing among the library community.

7.7 By September, 1993, the Idaho State Library and the Continuing Education Advisory Committee will develop an assessment tool to determine the long-term effect of continuing education on the Idaho library community.

OCTOBER, 1993

7.8 By October, 1993, the Idaho State Library will prepare, publicize and distribute its revised three-year continuing library education plan with a report on the previous year's activities and summaries of the action plans for the upcoming years.

DECEMBER, 1993

2.3 By December, 1993, the Idaho State Library will offer at least 2 programs in the area of basic skills for library staff from all types of libraries.

3.3 By December, 1993, the Idaho State Library will offer at least 2 workshops annually to address the continuing education needs of intermediate and advanced staff in Idaho libraries.

4.11 By December, 1993, the Idaho State Library will present at least one workshop to support statewide library development goals.

5.11 By December, 1993, the Idaho State Library will have conducted a series of ongoing, evening trustee town meetings to assist in the sharing of mutual concerns, to identify issues of interest, and to present information on a topic of interest to the local area.

5.12 By December, 1993, the Idaho State Library will have distributed at least two trustee newsletters with information of interest to trustees.

JANUARY, 1994

4.12 By January, 1994, the State Library will assess the effectiveness of methods used to develop the Idaho library community (task forces, public hearings, speak outs, town meetings) and will make recommendations for new methods to reach to the library community.

5.13 By January, 1994, the Idaho State Library, in consultation with the Idaho Library Association and the Trustee Advisory Board will develop a list of topics for trustee education in 1993.

MARCH, 1994

5.14 By March, 1994, the Idaho State Library will schedule two one-day workshops on high priority continuing education topics for trustees.

AUGUST, 1994

2.4 By August, 1994, The Idaho State Library will sponsor a small library management institute for library staff from all types of libraries.

SEPTEMBER, 1994

7.9 By September, 1994, the Idaho State Library and the Continuing Education Advisory Committee will develop a process for creating a new three-year continuing education plan.

DECEMBER, 1994

1.14 By December 1994, the Idaho State Library will have developed a series of "how-to manuals" designed to educate library workers and trustees on topics of high interest.

1.15 By December, 1994, the Idaho State Library will have designed at least 6 learning activities and programs to address the topics identified in the c.e. needs assessment.

2.5 By December, 1994, the Idaho State Library will offer at least 2 programs to meet the need for basic skills training among Idaho's library workers.

3.5 By December, 1994, the Idaho State Library will offer at least 2 workshops to address the continuing education needs of intermediate and advanced staff in Idaho libraries.

4.13 By December, 1994, the Idaho State Library will present at least one workshop to support statewide library development goals.

6.9 By December, 1994, the State Library will assess the use of its clearinghouse of information on library continuing education opportunities and evaluate its effectiveness in meeting the c.e. information needs of the Idaho library community.

IDAHO STATE LIBRARY
CONTINUING EDUCATION ADVISORY COMMITTEE

November 1, 1990 - October 31, 1991

Academic Term ends 1992

Paul Krause
Library
Lewis Clark State College
8th Avenue and 6th Street
Lewiston, ID 83720
799-1117

Academic Term ends 1991

Gale Reeser
Library
Ricks College
Rexburg, ID 83720
356-2381

Provider Term ends 1993

Lynn Baird
Library
University of Idaho
Moscow, ID 83843
885-6713

Public--Large Term ends 1992

Lori Keenan
Moscow-Latah Library System
110 S. Jefferson
Moscow, ID 83843-2833
882-3925

Public--Small Term ends 1991

Fay Parrott
Buhl Public Library
215 Broadway North
Buhl, ID 83316
543-6500

Public--Trustee Term ends 1993

Kermit Tate
P.O. Box 66
Grand View, ID 83624
834-2781 (home)
834-2260 (work)

School Term ends 1993

Marcia Beckwith
Centennial High School
4600 McMillan Road
Meridian, ID 83647
939-1404 (work)
939-8936 (home)

Special Term ends 1991

Kathy Nelson
Madison Memorial Hospital
P.O. Box 526
Rexburg, ID 83440
356-3691

Ex Officio

ILA CE Committee Chair

Cheryl Reeser
Madison District Library
73 North Center
Rexburg, ID 83440-1539
356-3461

ILA Second Vice-President

Pat Steward
Media Generalist
Moscow School District #281
1410 East D Street
Moscow, ID 38343
882-3577

ISL CE Consultant

Gardner Hanks
Idaho State Library
325 W. State
Boise, ID 83702-6072
334-2153
(800) 458-3271

CONTINUING EDUCATION FOCUS GROUP

Southwestern Idaho Focus Group Participants

Jo Broadbent, Trustee, Cascade Public Library
Karen Ganske, Director, Nampa Public Library
Pat Hamilton, Director, Shoshone Public Library
Tom Olson, District Library Supervisor, Boise Public Schools
Linda Parkinson, Reference Librarian, Twin Falls Public Library
Kathy Poppino, Library Instructor, College of Southern Idaho
Lynn Reinig, Director, Garden Valley District Library
Janet Strong, Public Services Librarian, Boise State University Library
Terri Wear, Technical Services Librarian, Ada County District Library
Marsh Werle, Director, Emmett Public Library

Eastern Idaho Focus Group Participants

Alice Crocket, Librarian, Skyline High School, Idaho Falls
Elaine Davies, Librarian, Heart of the Valley Library, Terreton
Anna Green, Director, Portneuf District Library
Betty Holbrook Children's Librarian, Pocatello Public Library
Leland Hunsaker, Technical Services Librarian, Ricks College, and Trustee, Madison District Library
Margaret McNamara, Director, American Falls District Library
Wanda Phillips, Director, Rigby Public Library
Helen Price, Director, Oneida County District Library
Sandra Shropshire, Technical Services Librarian, Idaho State University Library
Brooke Snyder, Children's Librarian, Idaho Falls Public Library
Karen Tate, Director, Soda Springs Public Library

Northern Idaho Focus Group Participants

Cheri Breidt, Director, Pinehurst-Kingston District Library
Mary Carr, Director, North Idaho College Library
Denise Clark, Public Services Librarian, North Idaho College Library
Ron Force, Director, University of Idaho Library
Paulina Freeberg, Director, Plummer Public Library
Ellie Gimmstad, Trustee, Clearwater County District Library
Don Hampton, Director, Lewiston City Library
Linda Lange, Director, Pierce Public Library
Julie Meier, Director, Coeur d'Alene Public Library
Rebecca Melton, Assistant Librarian, Post Falls Public Library
Judy Patrick, Director, Osburn Public Library
Lee Starr, Co-Director, Consolidated Free District Library
Laura Williams, Technical Services Librarian, Moscow-Latah County Library
Dawn Wittman, Librarian, Lapwai High School Library

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